

**THE EFFECT OF USING “ABOUT POINT WRITING
RESPONSE STRATEGY” TOWARD STUDENTS’
ABILITY IN WRITING AN EXPOSITORY
PARAGRAPH AT SECOND YEAR OF
MAN TELUK KUANTAN**



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PEKANBARU
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Thesis

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for Getting Bachelor Degree of Education
(S.Pd)



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The thesis entitled *The Effect of Using “About Point Writing Response Strategy” toward Students’ Ability in Writing an Expository Paragraph at Second Year of MAN Teluk Kuantan* is written by Febria Pratiwi, SIN. 10914006148. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Pekanbaru, October 25th 2013
The Researcher

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ABSTRACT

Febria Pratiwi (2013) : "The Effect of Using About Point Writing Response Strategy toward Students' Ability in Writing an Expository Paragraph at Second Year of MAN Teluk Kuantan"

Islamic Senior High School Teluk Kuantan is one of the schools that uses School Based Curriculum as a guidance in teaching and learning process. After doing preliminary research at this school, the researcher found that most of the students of the second year still had low ability in writing paragraph which was proven that they found difficulties in writing topic sentences, supporting ideas and concluding sentence though they have learned about it. Thus, the researcher was interested in conducting the research entitled The Effect of Using "About Point Writing Response Strategy" toward Students' Ability in Writing an Expository Paragraph at Second Year of MAN Teluk Kuantan.

The design of this research was a quasy experimental research. The objective of this research was to find the significant difference of students' ability in writing an expository paragraph which was taught by using convensional strategy and About Point Writing Response Strategy. The subject of this research was the second year students of MAN Teluk Kuantan. In this research, the total population was 149 students from 5 classes. And the researcher took two classes; an experimental class and a control class from five classes. It means that there were 59 students that become the sample from the whole total of students at the second year of second grade. To take the sample, the researcher used cluster sample randomly based on group. In collecting data, the researcher used a test. In this research, the researcher analyzed the data manually by using mean score formula and using SPSS 16.0 with independent sample t-test.

Finally, the researcher found the mean score of students' post test in control class was 69.53. Meanwhile the mean score of students' post test in experimental class was 84.31. The result of t observed of significant difference between students' writing expository paragraph which was taught by using About Point Writing Response Strategy and which was taught by using Conventional Strategy was 19.089. This result was higher than t table significance of 5% is 2.00 and 1% is 2.65. H_0 was rejected and H_a was accepted. It means that there was significant difference of students' ability in writing an expository paragraph which was taught by using Conventional Strategy and which was taught by using About Point Writing Response Strategy.

ABSTRAK

Febria Pratiwi (2013) :”Pengaruh dari Penggunaan Strategi About Point Writing Response terhadap Kemampuan dalam Menulis Paragraph Ekspositori Siswa Kelas Dua MAN Teluk Kuantan”

MAN Teluk Kuantan, merupakan salah satu sekolah yang menggunakan kurikulum KTSP sebagai pedoman dalam proses belajar mengajar. Setelah melakukan riset awal pada sekolah ini, penulis menemukan bahwa beberapa siswa kelas dua masih memiliki kemampuan yang lemah dalam menulis paragraph yang terbukti bahwa mereka masih menemukan kesulitan dalam menulis ide pokok, kalimat penjelas, kalimat kesimpulan dan lain-lain dari sebuah paragraph sedangkan mereka telah mempelajarinya. Dengan demikian, penulis tertarik untuk melakukan penelitian yang berjudul Pengaruh dari penggunaan Strategi About Point Writing Response terhadap Kemampuan dalam Menulis Paragraph Ekspositori Siswa Kelas Dua MAN Teluk Kuantan.

Jenis penelitian ini adalah penelitian quasy eksperimen. Tujuan dari penelitian ini adalah untuk mencari perbedaan yang signifikan terhadap kemampuan menulis paragraf ekspositori siswa yang diajarkan dengan menggunakan strategi konvensional dan yang diajarkan dengan menggunakan “Strategi About Point Writing Response”. Subjek dari penelitian ini adalah siswa kelas dua MAN Teluk Kuantan, Kabupaten Kuantan Singingi. Pada penelitian ini, total populasi adalah 149 siswa dari 5 kelas. Dan penulis mengambil 2 kelas dari 5 kelas; kelas eksperimen dan kelas kontrol. Ini berarti bahwa ada 59 siswa yang terlibat sebagai sampel dari total keseluruhan siswa yang menggunakan pengelompokan sampel yang didapat secara acak berdasarkan kelas. Dalam mengumpulkan data, penulis menggunakan test. Dalam penelitian ini, penulis menganalisa data secara manual dengan mencari nilai rata-rata dan menggunakan SPSS 16.0 dengan menggunakan rumus independent sample t-test.

Akhirnya penulis menemukan rata-rata nilai tes akhir siswa di kelas kontrol adalah 69.53. Sedangkan rata-rata nilai tes akhir siswa di kelas eksperimen adalah 84.31. Hasil dari t dihitung dari perbedaan signifikan antara siswa yang diajarkan strategi konvensional dan strategi About Point Writing Response adalah 19.089. Hasil ini lebih tinggi dari t-table pada signifikan 5% is 2.00 dan 1% is 2.65. H_0 ditolak dan H_a diterima. Ini berarti bahwa ada perbedaan yang signifikan dari kemampuan siswa dalam menulis paragraf ekspositori yang diajarkan dengan menggunakan strategi konvensional dan yang diajarkan dengan strategi About Point Writing Response.

المخلص

فبريا فراتيوي (٢٠١٣) : تأثير استخدام استراتيجية للاستجابة معلومات عن نقطة الكتابة الى لقدرة الطلاب في
كتابة الفقرات السردية في الصف الثاني بالمدرسة عالية الحكومية الخليج
كوانتان

مناهج التعليم	مدرسة عالية الحكومية الخليج كوانتان، هي واحدة من الأولية	بمثابة دليل في عملية التعلم .
أثبتت أنها	الضعيفة	اثنين لا تزال لديها
الرئيسية	الوصفية	غيرها
مهتم في القيام	في حين أنها	و.هكذا، فإن
تأثير استخدام استراتيجية للاستجابة معلومات عن		
الفقرات السردية في الصف الثاني بالمدرسة عالية الحكومية الخليج كوانتان		
هذا البحث هو دراسة تجريبية شبه	هذه الدراسة هو إيجاد	
تفسيري	يدرس الطلاب	الاستراتيجيات التقليدية يتم تدريس
عينة الدراسة	٥٠	هذه الدراسة
٢	٥	التجريبية و
الطلاب الذين يستخدمون تجميع عينة عشوائية تم الحصول عليها	هذا يعني أن هناك ٥٩	المشاركين كعينة
هذه الدراسة الكتاب تحليل البيانات يدويا خلال إيجاد قيمة		البيانات
الاجتماعية ١٦,٠	نموذج الصيغة	
أخيرا	الأخيرة الطلاب في	٦٩,٥٣
حين أن	قيمة الاختبار النهائي	فئة تجريبية ٨٤,٣١
الاستراتيجيات التقليدية والاستراتيجيات	هو	١٩,٠٨٩
هي	٥ هو ٢,٠٠	١ هو ٢,٦٥
كبيراً من قدرة الطلاب في كتابة الفقرات السردية باستخدام استراتيجيات التقليدية ويتم تدريسها	الاستراتيجيات	

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing, as a significant part of a language, is mysterious and exciting¹. This happens because it is the skill on how the writer is able to link the words and thought together, so that it can be described and expressed on a piece of paper or in such other medium. Besides, a shared body of knowledge and experience is essential to the writer's successful communication, and to the reader's understanding of a message. It shows on how a writer is able to communicate successfully the message about the knowledge and experience or the content of what he or she wants to state in a piece of paper to be delivered to the readers. So, these are the things that have to be considered by a writer.

For those reasons, a writer has to be able to communicate the content successfully to the readers or audiences. In delivering the content or information or clarifying the process, it should be put on the right place. So, in order to make it, a writer has to comprehend kinds of paragraphs that state about information or on how the information should be proceeded. This is included into expository paragraph. Expository Paragraph is a paragraph that gives information, explains why or how, clarifies a process, or defines a concept².

¹Jane. B. Hughey, *Teaching ESL Composition: Principle and Techniques* (Massachusetts: Newbury House Publishers, Inc. Rowley, 1983), 38

²M. Syafi'i, et al, *The Effectiveness Paragraph Developments: The Process of Writing for Classroom Settings* (Pekanbaru, Unpublished, 2007), 62

According to Knapp and Watkins, the genre of explaining is a fundamental language function for understanding the world and how it operates. The process of explaining is used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail³. It means, an expository paragraph is a basic paragraph to understand language function of the world and how it can be written.

A paragraph can be as short as one complete sentence or as long as ten sentences, but the number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly⁴. In writing expository paragraph, the students in Senior High School particularly are confused to state and connect between information that the students get and arrange it to be a good sentence and then it becomes a good expository paragraph. In hence, to write an expository paragraph seems difficult for the students of Senior and Junior High School.

In the school based curriculum (KTSP), writing is one of the skills that must be taught and learned by the students in the school. Referring to the syllabus of second year of MAN Teluk Kuantan, that one of the indicators mentions that the students need to be able to write a narrative paragraph, spoof paragraph and expository paragraph.⁵ Based on the preliminary research at the school, the teacher still finds some problems happening in writing several

³ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: A UNSW Press book, 2005), 125

⁴ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Longman, 1999), 16

⁵ Syllabus of MAN Teluk Kuantan, Second Year, 2012-2013, Unpublished.

paragraphs, especially in expository paragraph. Ideally the students in the school are able to comprehend the paragraphs, but the reality says conversely. As a result, some of the students' ability in writing an expository paragraph does not attain the standard competency yet. Meanwhile, they have to attain 70 as standard minimum score in the school.

In this school, based on the writer's interview with the teacher, the writer finds some phenomena from the students' English writing ability of an expository paragraph that can be itemized into the following symptoms:

1. Some of the students do not understand fully about the expository paragraph
2. Some of the students cannot choose topics in writing an expository paragraph
3. Some of the students cannot state the information
4. Some of the students do not know how to state a topic sentence and supporting ideas in writing an expository paragraph
5. Some of the students lack vocabularies

Writing an expository paragraph will be easier and faster to be received and understood by the students if they use the suitable strategy to support appropriate sufficient practice. So, in improving a writing skill particularly in writing an expository paragraph, there must be an appropriate strategy that has to be used by the students in a classroom. In this research, the writer offers a strategy in learning writing that so-called "About Point Writing Response strategy".

“About Point Writing Response strategy” is a fundamental strategy that helps students determine the main idea of a text. It is extremely effective because it provides students with a simple but powerful way of understanding the main ideas in expository text⁶. Besides, this strategy makes the students work by their own ways through a text by examining each paragraph and asking themselves what it is about and what point it makes. They then combine these two pieces of information to construct a statement that reflects the main idea of the paragraph⁷. With this strategy, students use the process of identifying a point and determining what they want to say about it to construct the main idea for their own writing in response to a text⁸.

According to Carr, et al, “there are six steps that can be applied in writing an expository paragraph. They are;⁹ (1) Students ask themselves, “what do I want to write about?” (The About). (2) Students ask themselves, “what point do I want to make?” (The Point). (3) Students jot down their thoughts in brief phrases on the outline portion of the About Point Writing Response Planning guide. (4) Students write at least three details to support their about point. (5) Students complete the outline by writing a phrase for closing. (6) Students use the outline as a guide to flesh out their thoughts and write them in sentences on the summary portion of the guide.

Based on the description of the phenomena above, in this case, about point writing response strategy is very effective for the students in writing

⁶ Eileen Carr, et al, *Teaching Comprehension* (New York: Broadway, 2004), 16

⁷ *Ibid*

⁸ *Ibid*, 17

⁹ *Ibid*

expository paragraph because determining what they want to say about it to construct the main idea for their own writing in response to a text. Therefore, the writer is interested in conducting a research entitled **“The Effect of Using About Point Writing Response Strategy toward Students’ Ability in Writing an Expository Paragraph at Second Year of MAN Teluk Kuantan”**.

B. Definition of the Key Terms

The title of this research is the effect of using “About Point Writing Response Strategy” toward students’ ability in writing an expository paragraph at second year of MAN Teluk Kuantan. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research as follows:

- a. “About Point Writing Response” is a writing strategy that makes the students work their way through a text by examining each paragraph and asking themselves what it is about and what point it makes. Then, they combine these two pieces of information to construct a statement that reflects the main idea of the paragraph in order to increase students’ ability in writing.
- b. Expository paragraph is a paragraph that gives information, clarify a process or define a concept. In this research, an expository paragraph is a paragraph that made by the students to convey the message or information that read by the readers.

C. Problems

1. Identification of the Problems

In this study, the problems to be addressed dealing with the effect of using “About Point Writing Response Strategy” toward students’ ability in writing an expository paragraph at second year of MAN Teluk Kuantan. The identification of the problems is as follows:

- a. Why do the students not understand fully about the expository paragraph?
- b. How can the students not choose topics in writing an expository paragraph?
- c. How can the students not state the information?
- d. Why do the students not know how to state a topic sentence and supporting ideas in writing an expository paragraph?
- e. What makes the students lack of some vocabularies mastery?

2. Limitation of the Problems

Based on identification of the problems above, it would be sincerely better to restrict the problem in order to pay more attention to the specific problems. This research merely focuses on using “About Point Writing Response Strategy” and students’ ability in writing an expository paragraph at second year of MAN Teluk Kuantan.

3. Formulation of the Problems

- a. How is the students' ability in writing an expository paragraph before giving the treatments to both experimental class and control class at second year of MAN Teluk Kuantan?
- b. How is the students' ability in writing an expository paragraph after giving the treatments to both experimental class and control class at second year of MAN Teluk Kuantan?
- c. Is there any significant effect of using "About Point Writing Response Strategy" toward students' ability in writing an expository paragraph at second year of MAN Teluk Kuantan?

D. Objectives of the Research

1. To find out the information about the students' ability in writing an expository paragraph before giving the treatments to both experimental class and control class at second year of MAN Teluk Kuantan.
2. To find out the information about the students' ability in writing an expository paragraph after giving the treatments to both experimental class and control class at second year of MAN Teluk Kuantan.
3. To find out the significant effect of using "About Point Writing Response Strategy" toward students' ability in writing an expository paragraph at second year of MAN Teluk Kuantan

E. Significances of the Research

1. The result of this research is expected to expose some theories in view points on the teaching writing, especially an expository paragraph by using “About Point Writing Response Strategy”.
2. The result of this research is expected to give the teachers a model to use “About Point Writing Response Strategy” in teaching writing of an expository paragraph.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing an Expository Paragraph

Writing is one of the skills that is very important mastered by teachers and learners in teaching learning process. When teachers give materials in English book to learners, the book should contain about four skills, one of them is writing skill.

Besides that, according to Hughey, *et al*, as a lifetime, writing serves four crucial, enduring purposes for the learners: communication, critical thinking and problem solving, self actualization and control of personal environment.¹⁰ It can be made an example in a house that is consumed by everyone especially literate society.

Then, according to Sokolik in Nunan, “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.”¹¹

In addition, according to Wilson and Glazier, writing should not sound like talking, necessarily, but it should have a *personality* that comes from the way you decide to approach a topic, to develop it with details, to

¹⁰Jane. B. Hughey. *Op cit*. 33

¹¹ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2005), 98

say it in your way¹². It means, writing is the same as speaking, but we express it in writing form.

Then, according to Walters in Syafii, he defines writing as the application of grammatical rules, lexical items and rhetorical patterns to produce a text.¹³

Based on the opinions above, it can be concluded that writing is one of the important skill that should be mastered by all people. Besides that, writing is a process. It means, a lot of practices are important in order to have a good writing.

2. The Component of Writing

Harris in Syafii illustrates five aspects that should be directly involved in writing performance¹⁴, namely:

- a. Content: the substance of writing; the ideas expressed
- b. Form: the organization of content
- c. Grammar: the employment of grammatical forms and syntactic patterns
- d. Style: the choices of structures and lexical items to give a particular tone or flavor to the writing.
- e. Mechanics: the use of the graphic conventions of the language.

Furthermore, related to the aspects of writing, Brown classifies them into six general aspects.¹⁵ Those are:

¹² Paige Wilson and Teresa Ferster Glazier, *The Least You Should Know About English Writing Skills form A* (United States of America: Lyn Uhl, 2006), 213

¹³ M. Syafii, *From Paragraph to a research report: a writing of English for academic purposes* (Pekanbaru: LBSI, 2011), 160

¹⁴ *Ibid.* 164

1. Content
 - a. Thesis statement
 - b. Related ideas
 - c. Development of ideas through personal experience, illustration, facts, opinion.
 - d. Use of description, cause/effect, comparison/contrast
 - e. Consistent focus
2. Organization
 - a. Effectiveness of introduction
 - b. Logical sequence of ideas
 - c. Conclusion
 - d. Appropriate length
3. Discourse
 - a. Topic sentence
 - b. Paragraph unity
 - c. Transition
 - d. Discourse markers
 - e. Cohesion
 - f. Rhetorical conventions
 - g. Reference
 - h. Fluency
 - i. Economy
 - j. Variation

¹⁵*Ibid.* 164-165

4. Syntax
5. Vocabulary
6. Mechanics
 - a. Spelling
 - b. Punctuation
 - c. Citation of reference
 - d. Neatness and appearance

3. The Process of Writing

Writing is never one step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then, after you finish writing, you read over what you have written and make changes and corrections. You write and revise, write and revise again until you are satisfied that your writing expresses exactly what you want to say.

There are four steps that should be done by writers¹⁶:

a. Prewriting

Prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic.

b. Planning (outlining)

In the planning stage, the writer needs to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from brainstorming.

¹⁶Alice Oshima and Ann Hogue. *Op cit.* 3

c. Writing and revising drafts

After doing brainstorming and outlining as the first draft and the second process of writing, the writer can start to write and revise several drafts frequently until the writer has produced a final copy to hand in.

d. Writing the final draft

The last stage is that to write the final copy or product to hand in.

4. Paragraph

A paragraph is a unit of information in writing unified by a central idea.¹⁷ In addition, a paragraph is a series of sentences that develop one idea¹⁸. According to Oshima and Hogue in Rosmiawati, the central idea is usually stated in a topic sentence. The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support that point.¹⁹

In addition, a paragraph develops one idea, usually phrased in a topic sentence from which all the other sentences in the paragraph radiate. The topic sentence does not need to begin the paragraph, but it most often does, and the other sentences support it with specific details²⁰.

¹⁷M.Syafii, et al. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. Op cit, 1

¹⁸Joy M. Reid. *The Process of Composition* (New York: Prentice Hall, 1985), 8

¹⁹Rosmiawati, Iis. The Effect of Using Draw Label Caption Strategy towards Students' Ability in Writing Descriptive Paragraph at the First Grade Students of Madrasah Tsanawiyah Dar-el Hikmah Boarding School. Pekanbaru. 2012. Unpublished, 16

²⁰Paige Wilson and Teresa Ferster Glazier. Op cit. 207

A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion or feeling about a topic.²¹ These sentences are:

a. Topic sentence

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the topic and the central idea.

There are three important points to remember about a topic sentence²²:

1. A topic sentence is a complete sentence, that is, it contains a subject, a verb and usually a complement.
2. A topic sentence contains both a topic and a controlling idea. It names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph.
3. A topic sentence is the most general statement in the paragraph because it gives only the main idea.

There are two main points that should be remembered in writing a topic sentence. Firstly, a topic sentence should be neither too general nor too specific. If it is too general, the reader cannot tell exactly what the paragraph is going to discuss. If it is too specific, the writer may not have anything left to write about in the rest of the

²¹M.Syafii, et al. *op cit.* 2

²²Alice Oshima and Ann Hogue. *Op cit.* 20

paragraph.²³ Secondly, do not include too many unrelated ideas in topic sentence. If you do, your paragraph will not be unified.²⁴

b. Supporting sentences

The supporting sentences give detail about the topic. It means, supporting sentences explain the topic by giving more information about it.

c. Concluding sentence

The concluding sentence summarizes the main point or restates the topic sentence in different words. A concluding sentence serves three purposes²⁵:

1. It signals the end of the paragraph
2. It summarizes the main points of the paragraph
3. It gives a final comment on the topic and leaves the reader with the most important ideas to think about.

Syafii *et al*, also state that there are some characteristics of a good paragraph:²⁶

a. Unity

Unity is the anchor of good writing. So, first, get your unities straight. Unity not only keeps the reader from straggling off in all directions; it satisfies the readers' subconscious need for order

²³ Ibid. 24

²⁴ Ibid. 24

²⁵ Ibid. 26

²⁶ M. Syafii et al, *Op cit*, 8

and reassures them that all is well at the helm²⁷. It is important for a paragraph to have unity, which means that all of the sentences in it discuss only one main idea. And every supporting sentence must directly explain or prove the main idea, which is stated in the topic sentence. If there are sentences in the paragraph that are not directly related to the main idea, the paragraph is said to have no unity.

b. Coherence

Coherence means that the parts of the paragraph are logically connected. One way to achieve coherence is through the use of transitional signals. Transitional signals are words phrases that connect the idea in one sentence with the idea in another sentence. Those are expressions like first/second, moreover, however and so on.

c. Capitalization and punctuation

In English, there are many rules for using capital letters. Here are some important rules for capitalization: capitalize the pronoun, capitalize all proper nouns (names of deities, names of people and their title, names of specific places, names of days, month and special days, names of specific group of people, names of geographical areas) and so on.

²⁷ William Zinser, *On Writing Well* (New York: Harper Collins Publisher, 2001), 50

d. Comma rules

Comma rules are used within a sentence. To separate words, phrases or clause in a series (a group of three or more), to separate the part of dates and addresses (except before zip code), after time expression, before the coordinating conjunction in a compound sentence.

5. Expository Paragraph

An expository paragraph gives information, explains why or how, clarifies a process or defines a concept.²⁸ It means, in an expository paragraph you give information; you can explain a subject, give directions or show how to do something. In expository paragraph, linking words like first, second, then and finally are used to help readers follow the ideas.

This is the type of writing that is mostly needed by students.²⁹ After you finish school, you will also need to use this kind of writing more than another kind. Most of your reading will also be the expository type, for that is the type found in textbooks, newspapers and magazine articles, essays, literature-novels, short stories, drama, poetry, news report, research paper, encyclopedias, school new letters, instructions, pamphlets from health clinics, maps, timelines, schedules, charts, graphs, but most of your reading will be of expository materials.

²⁸M. Syafii et al, *Op cit.* 62

²⁹Ibid. 63

Expository paragraphs have certain types of organization that need to be learned:

a. Logical order

Paragraphs are arranged in such a way that the reader can understand the writer thinking.

b. One topic

One part of logical order is that all the sentences in a paragraph refer to the same topic.

c. Unity

When all the sentences in a paragraph are about the same topic, the paragraph forms a unit. A paragraph has unity when every sentence sticks to the subject

6. The Nature of About Point Writing Response

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.³⁰ In addition, learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.³¹

According to Rebecca, strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total

³⁰ Rebecca. L. Oxford, *Language Learning Strategies* (New York: NewBury House Publisher, 1991), 1

³¹ Ibid, 8

of six groups (memory, cognitive and compensation under the direct class; metacognitive, affective and social under the indirect class)³²

Direct strategies are language learning strategies that directly involve the target language.³³ Direct strategies for dealing with the new language, is like the performer in a stage play, working with the language itself in a variety of specific tasks and situation. The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps³⁴.

Indirect strategies for general management of learning. This class is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others³⁵.

Related to writer's strategy, "About Point Writing Response strategy", is included to cognitive strategies of direct class. Because, cognitive strategies is used for understanding and producing the language. In addition, cognitive strategies are essential in learning a new language³⁶. Such strategies are varied lot, ranging from repeating to analyzing expressions to summarizing.

³² Ibid, 14

³³ Ibid, 37

³⁴ Ibid, 14

³⁵ Ibid, 15

³⁶ Ibid, 43

There are four sets of cognitive strategies exist; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output³⁷. “About Point Writing Response strategy” includes to all of the sets of cognitive strategies.

About Point is a fundamental strategy that helps students determine the main idea of a text. It is extremely effective because it provides students with a simple but powerful way of understanding the main ideas in expository text³⁸. It means this strategy will help the students to understand an expository text in a simple way.

Students can use “About Point Writing Response” to organize their writing for a summary, an editorial, a character sketch or other forms of writing. It means, this strategy can be used to all sorts of writing.

Students work their way through a text by examining each paragraph and asking themselves what it is about and what point it makes. They then combine these two pieces of information to construct a statement that reflects the main idea of the paragraph. It means, after using this strategy, the students can write statements based on the information that they get from the text.

After much modeling and guided practice, students become adept at using this strategy independently to determine the main idea of a paragraph. The strategy can also be applied to longer pieces of text and can serve as the foundation for all sorts of writing.

³⁷ Ibid

³⁸ Eileen Carr. *Op cit.* 16

“About Point Writing Response” is an adaptation of About Point that provides a structure for writing in response to narrative and expository text. Therefore, this strategy is suitable with the title of this research, that will discuss about an expository paragraph.

With this strategy, students use the process of identifying a point and determining what they want to say about it to construct the main idea for their own writing in response to a text.

7. Application of About Point Writing Response

According to Carr, *et al*, “there are six steps that can be applied in writing an expository paragraph. They are;³⁹ Students ask themselves, “what do I want to write about?” (The About). (2) Students ask themselves, “what point do I want to make?” (The Point). (3) Students jot down their thoughts in brief phrases on the outline portion of the About Point Writing Response Planning guide. (4) Students write at least three details to support their about point. (5) Students complete the outline by writing a phrase for closing. (6) Students use the outline as a guide to flesh out their thoughts and write them in sentences on the summary portion of the guide. It is the About Point Writing Response Planning Guide:

OUTLINE	SUMMARY
About Point 1. 2. 3. Closing	

³⁹ Ibid, 16

Then, the researcher gave a simple example on how to use the strategy in writing.

OUTLINE	SUMMARY
<p>About: Thomas Jefferson</p> <p>Point: was an outstanding man</p> <p>Supporting details</p> <ol style="list-style-type: none"> 1. Helped write the declaration of independence 2. Was the third president of the United States 3. Designed the university of Virginia and Monticello <p>Closing: Thomas Jefferson did many things well</p>	<p>Thomas Jefferson was an outstanding man. He helped write the declaration of independence. Jefferson also served as the third president of the United States. He designed the university of Virginia and his home, Monticello. Thomas Jefferson did many things well</p>

B. Relevant Research

First, Robert J. Stevens with his research entitled “Effects of strategy training on the identification of the main idea of expository passages”. He tested the relative effectiveness of four methods for teaching remedial reading students how to identify the main idea of expository paragraphs. Through strategy training, students learned strategies for identifying the topic and main idea of paragraphs and metacognitive strategies for checking their main idea hypotheses. Classification training provided students with instruction and

practice in classifying words, phrases, and sentences under appropriate topics. These treatments were compared with a condition that combined both classification and strategy training with a practice-only control. The results indicated significant effects of strategy training on students' ability to identify the main idea in paragraphs about training content and in paragraphs about new content. Classification training showed positive effects on paragraphs about training content, but the effect did not transfer to new content. These results suggest that comprehension strategies and metacognitive strategies can effectively improve remedial readers' ability to identify the main idea of expository paragraphs.

Second, Ervina Handayani (2012), a student of Riau University, conducted classroom action research about “Improving The Ability of The Second Year Students of SMA Negeri 1 Pekanbaru In Writing Hortatory Exposition Text Through the Application of Process-Based Approach”. The total number of sample was 32 students in the 2011/2012 academic year. She found that implementation of Process-Based Approach gave a better improvement to the students’ writing ability of XI Science 5 of SMA Negeri 1 Pekanbaru.

Third, Agung Prasetyo Wibowo (2013), a student of State Islamic University of Sultan Syarif Kasim Riau, carried out experimental research about “The effectiveness of using Learning Logs Strategy toward students’ ability in writing an expository paragraph at the first year of SMAN 1 Selatpanjang, Meranti Regency”. The total number of sample was 47 students

in the 2011/2012 academic year. He found that there was significant difference ability of students in writing an expository paragraph which was taught by using Learning Logs Strategy. It can be seen through the result of the data calculation. The t_o was higher than t_{table} in significance level of 5% and 1 %.

C. Operational Concept

The operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable used in analyzing the data. There are two variables used in this research.

1. “About Point Writing Response Strategy” is variable X. The indicators are:
 - a. The teacher asks the students for asking themselves, “What do I want to write about?” (The About).
 - b. The teacher asks the students for asking themselves, “What point do I want to make?” (The Point).
 - c. The teacher asks the students to jot down their thoughts in brief phrases on the outline portion of the About Point Writing Response Planning guide.
 - d. The teacher asks the students to write at least three details to support their about point.

- e. The teacher asks the students to complete the outline by writing a phrase for closing.
 - f. The teacher asks the students to use the outline as a guide to flesh out their thoughts and write them in sentences on the summary portion of the guide.
2. Students' ability in writing expository paragraph is variable Y. The indicators are:
- a. The students are able to write an opening sentence about the topic.
 - b. The students are able to write the context in order to provide the information that the reader need in order to understand the topic.
 - c. The students are able to state the thesis, the arguable position on the topic.
 - d. The students are able to write a general topic sentence that states the main idea of the paragraph.
 - e. The students are able to write down the specific textual evidence to support the thesis.
 - f. The students are able to analyze the evidence in order to tell the reader what is significant or important about this evidence.
 - g. The students are able to use a transition sentence in order to connect each paragraph.
 - h. The students are able to make the connections for the readers in the conclusion.

D. Hypothesis

H₀ : There is no significant effect of using “About Point Writing Response Strategy” toward students’ ability in writing an expository paragraph at second year of MAN Teluk Kuantan

H_a : There is significant effect of using “About Point Writing Response Strategy” toward students’ ability in writing an expository paragraph at second year of MAN Teluk Kuantan

The hypothesis tested by the researcher was alternative hypothesis in order to find out the significant effect of using “About Point Writing Response Strategy” toward students’ ability in writing an expository paragraph at second year of MAN Teluk Kuantan. Carr *et al*, stated that this strategy is suitable for the students in writing an expository paragraph and a narrative paragraph. That is why, the researcher tested the alternative hypothesis.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quantitative approach. Quantitative approach is used to describe current conditions, investigate relationships and study cause-effect phenomena⁴⁰. Experimental research is the only type of research that can hypothesises to establish cause-and-effect relationship.⁴¹ In addition, an experimental research is thought by many to be the only type of research that can result in findings that suggest causal relationships⁴². So, in this experimental research, the researcher wanted to find out the effect of using “About Point Writing Response Strategy” toward students’ ability in writing an expository paragraph at second year of MAN Teluk Kuantan.

The design of this research is a Quasi-experimental design using nonequivalent control group design. A quasi-experimental design approximates the true experimental type. The purpose of the method is the same – to determine cause and effect – and there is direct manipulation of conditions. However there is no random assignment of subjects⁴³. The

⁴⁰ L.R. Gay and Peter Airasian, *Educational Research, Competencies for Analysis and Application*(Prentice-Hall, Inc. 2000), 11

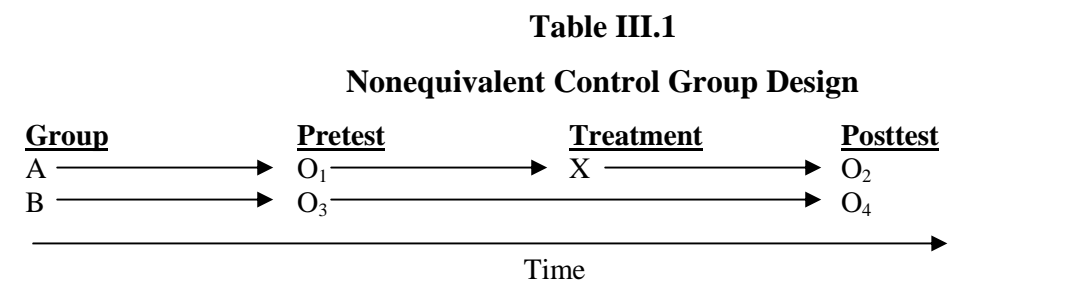
⁴¹Ibid. 367

⁴²Marguerite G. Lodico, et al, *Methods in Educational Research, From Theory to Practice* (San Fransisco: Jossey Bass, 2006), 178

⁴³ James H. Mc. Millan and Sally Schumacher, *Research in Education: Evidence Based Inquiry* (United States of America:Pearson Education, 2006), 24

nonequivalent control group design involves random assignment of intact groups to treatments, not random assignment of individuals⁴⁴.

In conducting the research, two classes of the second year students of MAN Teluk Kuantan were involved. The first class was an experimental class and the second class was a control class. An experimental class was a class that was taught by using “About Point Writing Response strategy”, meanwhile control class was a class that was not taught by using “About Point Writing Response strategy”. Finally, the researcher wanted to show the design of the research as follows⁴⁵:



The table above showed the design of nonequivalent control group. Group A means experimental class, group B means control class. Both of the classes got the pretest. But, only experimental class got treatment by using “About Point Writing Response Strategy”. Then, both of the classes also got post test after doing the treatment.

B. Location and Time of the Research

The research was conducted at MAN Teluk Kuantan. It is located at Raja Ali Haji Street No. 1, Beringin Teluk Kuantan. This research was conducted on May 2013.

⁴⁴ Ibid. 395

⁴⁵ James H. Mc. Millan and Sally Schumacher, *Op cit*, 274

C. Subject and Object of the Research

The subject of the research was the second year students of MAN Teluk Kuantan. Meanwhile, the object of the research was the effect of using “About Point Writing Response Strategy”.

D. Population and Sample

1. Population of the Research

The population of this research was the second year students of MAN Teluk Kuantan in the academic year 2012/2013. There were five classes with three majors. The numbers of the second year students of MAN Teluk Kuantan were 149 students.

Table III.2
The Total Population of the Second Year Students of
MAN Teluk Kuantan

No	Class	Number of Students
1	XI IPA 1	29
2	XI IPA 2	30
3	XI IPS 1	36
4	XI IPS 2	35
5	XI PK	19
	Total	149

2. Sample of the Research

Because of the total population of the second year students of MAN Teluk Kuantan was large enough to be taken as sample, the writer took the sample by using cluster sampling. According to Gay *et al*, cluster sampling randomly selects groups, not individuals. All the members of

selected groups have similar characteristic.⁴⁶ It means, the homogenous characteristics are the consideration. Then, in Cluster sampling, the sample units contain groups of elements (clusters) instead of individual members or items in the population⁴⁷. In this research, the researcher used lottery as one of the techniques of using cluster sampling. So, there were 5 lotteries because there were 5 classes of second year of MAN Teluk Kuantan. Then, the researcher decided to take the first lottery as an experimental class and the second lottery as the control class.

Table III.3
The Total Sample of the Research

No	Class	Male	Female	Total Number of Student
1	XI IPA 1	12	17	29
2	XI IPA 2	11	19	30
	Total	23	36	59

The table showed the total sample of the research. In experimental class, there were 29 students, 12 of the students were male while 17 of the students were female. Then, in control class, there were 30 students, 11 of the students were male while 19 students were female. So the total number of sample were 59 students, 23 students were male and 36 students were female.

E. Technique of Data Collection

To obtain the data needed in this research, the writer used test as instrument to collect the data. The writer used pre-test and post-test. Test was

⁴⁶L.R Gay and Peter Airasian, *Op cit*, 129

⁴⁷ Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Limited,2006), 89

used to find out the students' writing ability. Pre test was given before the treatment and post test was given after the treatment.

The pre test was done in order to determine students' ability in writing before being taught by using "About Point Writing Response Strategy" and post test was done in order to determine the effect of using "About Point Writing Response Strategy" towards students' ability in writing an expository paragraph. Brown said that a test is a method of measuring a person's ability, knowledge or performance in a given domain.⁴⁸

According to Hughey, to assess the score of writing ability, there are five components involved, each focusing on an important aspect of writing and weighted according to its approximate importance for written communication: Content, Organization, Vocabulary, Language use and Mechanics⁴⁹

⁴⁸ Douglas Brown, *Language Assessment: Principal and Classroom Practices* (San Fransisco:Longman ,2003), 3

⁴⁹Jane B. Hughey. *Op Cit.* 139-140

TABLE III.4

ESL Composition Profile

Score	Level	Criteria
Content	30-27	Excellent to Very Good: knowledgeable *substantive *thorough development of thesis *relevant to assigned topic
	26-22	Good to Average: some knowledge of subject *adequate range *limited development of thesis *mostly relevant to topic, but lacks detail
	21-17	Fair to Poor: limited knowledge of subject *little substance *inadequate development of topic
	16-13	Very Poor: does not show knowledge of subject *non-substantive *or not enough to evaluate
Organization	20-18	Excellent to Very Good: fluent expression *ideas clearly stated/supported *succinct *well organized *logical sequencing *cohesive
	17-14	Good to Average: somewhat choppy *loosely organized but main ideas stand out *limited support *logical but incomplete sequencing
	13-10	Fair to Poor: non fluent *ideas confused or disconnected *lacks logical sequencing and development
	9-7	Very Poor: does not communicate *no organization *or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good: sophisticated range *effective word/idiom choice and usage *word form mastery *appropriate register
	17-14	Good to Average: adequate range *occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to Poor: limited range *frequent errors of word/idiom form, choice, usage *meaning confused or obscured
	9-7	Very Poor: essentially translation *little knowledge of English vocabulary idiom/word form *or not enough to evaluate

Language Use	25-22	Excellent to Very Good: effective complete construction *few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average: effective but simple construction *minor problem in complex constructions *several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	13-10	Fair to Poor: major problems in simple/complex construction *frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions *meaning confused or obscured
	9-7	Very Poor: virtually no mastery of sentence construction rules *dominated by errors *does not communicate *or not enough to evaluate
Mechanics	5	Excellent to Very Good: demonstrates mastery of conventions *few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to Poor: frequent errors of , punctuation, capitalization, paragraphing *poor handwriting *meaning confused or obscured
	2	Very Poor: no mastery of conventions *dominated by errors of spelling, punctuation, capitalization, paragraphing *handwriting illegible *or not enough to evaluate

Based on the five writing components in the table above, the writer made the specific scores of the test as follows:

Table III.5

Score of the Writing Test

No	Writing Skill	The Highest Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5

F. Technique of Data Analysis

In order to analyze students' ability in writing an expository paragraph, the writer used minimum standard score of English subject in MAN Teluk Kuantan that was 70 for students' ability in writing. It means for those who get score < 70 , they do not pass the minimum standard score, while for those who get score ≥ 70 , they pass minimum graduated score.

Meanwhile, in giving score of the students' writing, the raters gave the score based on the ESL composition profile. So, C was for content; O was for organization; V was for vocabulary; L was for language use and M was for mechanics.

In analyzing the data, the researcher used scores of pre-test and post-test of experimental and control group. This score was analyzed statistically by using SPSS 16.0. In this research, the researcher used t-test with Independent sample t-test. While t-test itself is a statistical test that allows you to compare two means score to determine the probability that the difference between the means is a real difference rather than a chance difference⁵⁰.

⁵⁰ Bruce W. Tuckman, *Conducting Educational Research* (United States of America: Harcourt Brace Jovanovich, Inc. 1978), 257

The t-test for independent sample was used to determine the third formulation of the problem, whether there is probably a significant difference between the means of two independent samples.⁵¹ According to Millan, independent samples are groups of subject that have no relationship to each other; the two samples have different subjects in each group, and the subjects are usually either assigned randomly from a common population or drawn from two different populations. Therefore, if a researcher is testing the difference between an experimental group and control group mean, the independent samples t-test would be appropriate⁵². Then, when investigating the difference between two unrelated or independent groups on an approximately normal dependent variable it is appropriate to choose an independent sample t-test⁵³. In addition, Yamin and Kurniawan stated that independent sample t-test is used to compare the mean score from two independent group of sample⁵⁴. The data were statistically analyzed by using SPSS 16.0 version to obtain whether the result of the research statistically significant. In manually, the formula of t-test is as follows⁵⁵:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

⁵¹L.R. Gay and Peter Airasian. *Op cit*, 484

⁵² James H. Mc Millan and Sally Schumacher, *Op cit*, 299

⁵³ George E. Morgan, et al. *SPSS For Introductory Statistics*. (New Jersey: Lawrence Erlbaum Associates, Inc, 2004), 136

⁵⁴ Sofyan Yamin and Heri Kurniawan. *SPSS Complete: Teknik Analisis Statistik Terlengkap dengan Software SPSS*. (Jakarta: Salemba Infotek, 2011), 51

⁵⁵ Hartono, *Statistik Untuk Penelitian* (Jogyakarta: Pustaka Pelajar, 2008), 208

t_o	=	The value of t – obtained
M_x	=	Mean score of experimental sample
M_y	=	Mean score of control sample
SD_x	=	Standard deviation of experimental group
SD_y	=	Standard deviation of control group
N	=	Number of the students

After computing t-test, it is necessary to obtain the degree of freedom that is used to determine whether t-score is significant or not. The t-obtained value is consulted with the value of t-table by using degree of freedom. The formula of degree of freedom is as follows:⁵⁶

$$df = (N_1 + N_2) - 2.$$

df : The degree of freedom

N_x : The number of students in experimental class

N_y : The number of students in control class

If the writer has consulted the t-obtained value with t-table by using degree of freedom, the writer can conclude that if $t_o < t_{\text{table}}$, H_o is accepted. It means, there is no significant effect of using “About Point Writing Response Strategy” toward students’ ability in writing an expository paragraph. If $t_o > t_{\text{table}}$, H_a is accepted. It means, there is significant effect of using “About Point Writing Response Strategy” toward students’ ability in writing an expository paragraph.

⁵⁶Ibid, 212.

G. Validity and Reliability of the Test

The test used for testing students' writing ability had to have validity and reliability. Validity is an important key to effective research⁵⁷. Validity refers to how appropriately a test goes about what it is supposed to measure⁵⁸. In addition, validity is a judgment of the appropriateness of measure for specific inferences or decisions that result from the scores generated⁵⁹. The test can be said to be valid if it measures accurately what it is intended to measure⁶⁰. In simple words, does the test really measure the characteristic that it is being used to measure?⁶¹ There are four types of validity, they are content validity, concurrent/criterion validity, predictive validity, and construct validity⁶².

In this study, the researcher used construct validity. In construct validity the researcher consulted with the expert; the researcher's supervisor, to discuss the instrument used in measuring writing ability of the students. Referring to Setiyadi, construct validity needs a test that has indicators when doing measurements⁶³. It should consider the construct validity and content validity⁶⁴. In other words, firstly, the researcher consulted with the researcher's supervisor about the instrument of the test. Then, the researcher consulted with the

⁵⁷ Louis Cohen, et al. *Op Cit.* (New york: Routledge, 2007),133

⁵⁸ Gajendra K.Verma and Kanka Mallick. *Researching Education: Perspectives and Techniques* (London: UK Falmer Press, 1999), 134

⁵⁹ James H. Mc Millan and Sally Schumacher, *Op cit*, 179

⁶⁰ Arthur Hughes. *Testing For Language Teacher* (United Kingdom: Cambridge University Press, 2003), 26.

⁶¹ Bruce W. Tuckman, *Op cit*, 163

⁶² Jhon.W.Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitave and Qualitative Research* (New Jersey: Pearson Education,2008), 172-173.

⁶³ Mardiyanti Aida Putri. *The Effect of Using the Poster Carousel Technique toward Speaking Ability of the Second Year Students at State Senior High Shcool 3 Mandau Bengkalis Regency.* (UIN SUSKA: Unpublished, 2012), 39

⁶⁴ Sugiyono. *Metode Penelitian Pendidikan.* (Bandung: Alfabeta, 2011). Pp. 176

English teacher of the second year students of MAN Teluk Kuantan about the content of the instrument test. Then, the teacher gave some ideas about the instrument of the test that relate to the material that students learnt at the moment. It can be concluded that the instrument of the test that the researcher used was valid.

Then to analyze the construct validity, the writer used judgment experts based on some components that should be considered in giving students' score. In order to analyze the content validity, the content of test and the material taught are compared⁶⁵. For the pre test and post test of this research was valid, because the students' writing test were measured by two raters by using the standard score of assessing writing from ESL Composition by Hughey. The test was based on the materials studied by the students at the moment. In making the test, the researcher had consulted first with the researcher's supervisor.

Referring to Louis, reliability in quantitative research is essentially a synonym for dependability, consistency, and replicability over time, over instruments and over groups of respondents⁶⁶. Reliability refers to the consistency of measurement – the extent to which the results are similar over different forms of the same instrument or occasions of data collection⁶⁷. Ary stated that reliability is the extent to which an instrument is consistent in

⁶⁵ Sugiyono. *Statistika untuk Penelitian*. (Bandung: Alfabeta. 2012). PP. 352-353.

⁶⁶ Louis Cohen. *Op Cit*. 146

⁶⁷ James H. Mc Millan and Sally Schumacher, *Op cit*, 183

measuring whatever it is measuring⁶⁸. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring⁶⁹. It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. Test reliability means that a test is consistent⁷⁰. In short, the characteristic of reliability is sometimes termed consistently. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

According to Creswell, there are five types of reliability. They are test-retest reliability, alternate forms reliability, alternate forms and test retest reliability, interrater reliability and internal consistency reliability⁷¹. Gay says that “inter judge reliability refers to the scoring reliability of two (or more) independent scorers.”⁷²

In this research, the researcher used inter rater reliability, because the researcher had two raters in order to assess the students’ writing ability. When conducted the test, there were 59 test takers, 29 students were from experimental class and 30 students were from control class.

In order to assess the inter rater reliability; the researcher used Cohen’s Kappa formula by using SPSS 16.00 version. The result of SPSS showed as follows:

⁶⁸Donald Ary, et al. *Introduction to Research in Education*. (Canada: Wadsworth, Cengage Learning, 2006), 236

⁶⁹L.R. Gay and Peter Airasian. *Loc Cit*. P. 169

⁷⁰Bruce W. Tuckman, *Op cit*, 160

⁷¹Jhon. W. Cresswell. *Op cit*, 170

⁷²L.R. Gay and Peter Airasian. *Op Cit*. 175

Table III.6
Symmetric Measures

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement Kappa	.811	.061	.983	.326
N of Valid Cases	29			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

To interpret the Cohen's Kappa, the researcher used the guideline as follows⁷³:

Table III.7
Interpretation of Cohen's Kappa

Value of Kappa	Level of Agreement	% of Data that are Reliable
0 - .20	None	0-4%
.21 - .39	Minimal	5-14%
.40 - .59	Weak	15-35%
.60 - .79	Moderate	34-63%
.80 - .90	Strong	64-81%
Above .90	Almost Perfect	82-100%

Referring to the value of Kappa that the writer got from SPSS and compared to the table, it can be seen that 0.811 was included into .80 - .90. It means that the reliability of the test had strong reliability. In conclusion, rater 1 and rater 2 agreed each other in giving score to the students' writing and the test that the researcher used.

⁷³ Marry L. McHugh. Interrater reliability: the kappa statistic. 2012;22(3):276-82.
<http://dx.doi.org/10.11613/BM.2012.031>

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. Description of the Data

The goals of this research were to find out how was the students' ability in writing an expository paragraph before giving the treatments to both experimental class and control class, to obtain how was the students' ability in writing an expository paragraph after giving the treatments to both experimental class and control class, and to obtain whether there was a significant effect of using "About Point Writing Response Strategy" toward students' ability in writing an expository paragraph at second year of MAN Teluk Kuantan. The data of this research were taken from test, pre test and post-test.

The data were the students' scores of post test for both of the classes: an experimental class and a control class. Pre test was done for both of the samples in those two classes. The score of pre test showed that both of their writing ability was homogenous.

In the experimental class, the researcher had already taught the samples by using "About Point Writing Response Strategy", meanwhile in the control class the researcher only taught by using conventional strategy. Post test was given to both of the classes after doing the treatment. And the results were evaluated by two raters.

B. Data Presentation

The data were taken from the pre test and post test. The data were collected to be evaluated by two raters.

1. Data of the Test

a. Students' writing score on pre test

1. Experimental Class

The table below showed the result of pre-test which was given to the experimental class. There was no new strategy that the researcher did, only the same strategy as what the teacher had done.

Table IV.1

The Students' Pre-test Score in Experimental Class

Student	Rater 1	Rater 2	Final Score
S1	67	69	68
S2	62	64	63
S3	70	70	70
S4	70	72	71
S5	67	63	65
S6	60	60	60
S7	61	59	60
S8	62	66	64
S9	69	69	69
S10	63	65	64
S11	61	63	62
S12	63	69	66
S13	65	73	69
S14	68	76	72
S15	63	65	64
S16	63	65	64
S17	61	73	67
S18	63	65	64
S19	65	65	65
S20	63	71	67

S21	68	70	69
S22	63	63	63
S23	66	70	68
S24	72	72	72
S25	68	72	70
S26	68	64	66
S27	72	64	68
S28	68	68	68
S29	71	69	70
Total	1902	1954	1928
Mean	65.59	67.38	66.48

After looking the result of the data available in the table, the total score which was evaluated by rater 1 was 1902 and the mean score was 65.59. Meanwhile, the total score which was evaluated by rater 2 was 1954 and the mean score was 67.38. After summing up the score from rater 1 and rater 2 and then it was divided into 2, the researcher found the total score was 1928 and the mean score was 66.48.

Table IV.2

The Distribution of Frequency of Students' Pre Test Score in Experimental Class

Score	Frequency	Minimum Standard Score
60	2	Not Pass
62	1	Not Pass
63	2	Not Pass
64	5	Not Pass
65	2	Not Pass
66	2	Not Pass
67	2	Not Pass
68	4	Not Pass
69	3	Not Pass
70	3	Pass

71	1	Pass
72	2	Pass
Total	29	

Looking at the table above, the researcher can conclude that the lowest score of pre test in experimental class was 60 and the highest score was 72. The modus of its score was 64 and there were five students for each score. Overall, there were six students that passed the minimum standard score.

2. Control class

Students' writing expository paragraph in control class before giving conventional technique can be seen into the following table.

Table IV.3

The Students' Pre test Score in Control Class

Student	Rater 1	Rater 2	Final Score
S1	48	64	56
S2	59	63	61
S3	64	66	65
S4	63	67	65
S5	81	77	79
S6	70	80	75
S7	64	76	70
S8	64	74	69
S9	69	67	68
S10	69	65	67
S11	68	68	68
S12	63	67	65
S13	57	61	59
S14	60	68	64
S15	71	63	67
S16	63	69	66
S17	72	68	70

S18	67	59	63
S19	67	67	67
S20	72	70	71
S21	70	66	68
S22	53	63	58
S23	67	67	67
S24	63	65	64
S25	72	66	69
S26	65	63	64
S27	64	70	67
S28	63	69	66
S29	63	61	62
S30	63	63	63
Total	1954	2012	1983
Mean	65.13	67.07	66.10

From the table above, the researcher found that the total score was evaluated by rater 1 was 1954, and the mean score was 65.13. Meanwhile, the total score which was evaluated by rater 2 was 2012 and the mean was 67.07. Both of the raters evaluated the scores on the same procedure. By summing up the score from rater 1 and rater 2 then it was divided into 2, the researcher found the total score was 1983 and the mean score was 66.10.

Table IV.4

The Distribution of Frequency of Students' Pre-test

Score in Control Class

Score	Frequency	Minimum Standard Score
56	1	Not Pass
58	1	Not Pass
59	1	Not Pass
61	1	Not Pass

62	1	Not Pass
63	2	Not Pass
64	3	Not Pass
65	3	Not Pass
66	2	Not Pass
67	5	Not Pass
68	3	Not Pass
69	2	Not Pass
70	2	Pass
71	1	Pass
75	1	Pass
79	1	Pass
Total	30	

Referring to the table above, the lowest score of pre-test in control class was 56 and the highest score was 79. The modus of the score was 67 which was got by five students of each score. From all of the students, there were five students only who passed the minimum standard score.

3. The difference of pre test score between an experimental class and control class.

To clarify the data, the researcher compared the students' writing ability score for both of the classes (experimental class and control class) in the table below.

Table IV.5**The Students' Pre-test Score of the Experimental Class and Control Class**

Student	Experimental Class		Control Class	
	Score	Minimum Standard Score (70)	Score	Minimum Standard Score (70)
S1	68	Not Pass	56	Not Pass
S2	63	Not Pass	61	Not Pass
S3	70	Pass	65	Not Pass
S4	71	Pass	65	Not Pass
S5	65	Not Pass	79	Pass
S6	60	Not Pass	75	Pass
S7	60	Not Pass	70	Pass
S8	64	Not Pass	69	Not Pass
S9	69	Not Pass	68	Not Pass
S10	64	Not Pass	67	Not Pass
S11	62	Not Pass	68	Not Pass
S12	66	Not Pass	65	Not Pass
S13	69	Not Pass	59	Not Pass
S14	72	Pass	64	Not Pass
S15	64	Not Pass	67	Not Pass
S16	64	Not Pass	66	Not Pass
S17	67	Not Pass	70	Pass
S18	64	Not Pass	63	Not Pass
S19	65	Not Pass	67	Not Pass
S20	67	Not Pass	71	Pass
S21	69	Not Pass	68	Not Pass
S22	63	Not Pass	58	Not Pass
S23	68	Not Pass	67	Not Pass
S24	72	Pass	64	Not Pass
S25	70	Pass	69	Not Pass
S26	66	Not Pass	64	Not Pass
S27	68	Not Pass	67	Not Pass
S28	68	Not Pass	66	Not Pass
S29	70	Pass	62	Not Pass
S30	-		63	Not Pass
Total	1928		1983	
Mean	66.48		66.10	

The table showed the comparison between students' score in writing an expository paragraph in experimental class and control class. The result of the

score was obtained from the pre-test and the forms of the test for both of the classes were same. The total score of control class was 1983 and the mean score was 66.10. Meanwhile the total score of experimental class was 1928 and the mean score was 66.48. In this case, the students' writing expository paragraph ability in both of classes was relatively similar and homogeneous.

In addition, the table also showed that the lowest score of pre test in control class was 56 and the highest score was 79. The modus of its score was 67 which was obtained by five students and there were only five students that passed the standard minimum score. Meanwhile, The lowest score of the pre-test in the experimental class was 60 and the highest score was 72. The modus of its score was 64 and there were five students that got those score. Even, only six students passed the standard minimum score.

b. Test of normality and homogeneity

The purpose of normality test is to obtain whether the data have normal distribution or not⁷⁴. Meanwhile, homogeneity test is used to obtain the object of the research have the same variance⁷⁵. Then, the data is taken from score of pre test of experimental class and control class. To analyze the data the researcher used SPSS 16 to test the hypothesis.

The hypothesis for normality test is:

H_0 : The data population have normal distribution

H_a : The data population have not normal distribution

⁷⁴ Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif* (Jakarta: Bumi Aksara, 2013), 153

⁷⁵ Ibid, 167

Table IV.6
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre test score of experiment and control class	.082	59	.200 [*]	.978	59	.363

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

H_0 will be accepted if $D_{score} < D_{table}$, meanwhile H_0 will be rejected if $D_{score} > D_{table}$. From the table of test statistic finds that D_{score} is 0.082 and from the table of Kolmogorov-Smirnov D_{table} from degree of freedom (df) 59 in level 0.05 is 0.114. In conclusion, $D_{score} = 0.082 < D_{table} = 0.114$. In other words, H_0 is accepted. So, the result is the data population have normal distribution.

The hypothesis for homogeneity test is:

H_0 : There is no difference of data varians

H_a : There is difference of data varians

Table IV.7

Test of Homogeneity of Variances
Hasil Pre Test Experiment dan Control

Levene Statistic	df1	df2	Sig.
.700	1	57	.406

H_0 will be accepted if $F_{score} < F_{table}$, meanwhile H_0 will be rejected if $F_{score} > F_{table}$. From the table of the test of homogeneity of variances found that the score of significant is 0.406. This score shows that $sig > 0.406 > 0.05$. In conclusion, the data have same variance.

c. Students' writing score on post test

Students' writing paragraph ability in control and experimental class can be seen in the explanation below. The data were analyzed to answer the formulation of the research and to prove the hypothesis of this research.

1. Experimental Class

The students writing paragraph score after they were given the treatment can be seen through the following table:

Table IV.8

The Students' Post Test Score in Experimental Class

Student	Rater 1	Rater 2	Final Score
S1	84	82	83
S2	88	90	89
S3	89	83	86
S4	84	90	87
S5	84	78	81
S6	89	79	84
S7	81	77	79
S8	85	83	84
S9	90	86	88
S10	89	83	86
S11	85	83	84
S12	85	81	83
S13	84	80	82
S14	90	88	89
S15	84	78	81
S16	84	82	83
S17	88	90	89
S18	85	81	83
S19	85	85	85
S20	81	79	80
S21	89	91	90
S22	89	77	83
S23	85	77	81
S24	90	78	84
S25	91	83	87
S26	89	81	85

S27	84	70	77
S28	89	83	86
S29	89	83	86
Total	2509	2381	2445
Mean	86.52	82.10	84.31

By looking the detailed data on the table above, the researcher found that the total score which was evaluated by rater 1 was 2506 and the mean score was 86.52. Meanwhile, the total score which was evaluated by rater 2 was 2381 and the mean score was 82.10. After summing up both of the score and then it was divided into 2, the researcher found the total score which was got in the experimental score on the post test was 2445, and the mean score was 84.31.

2. Control Class

The students' writing expository paragraph score of control class on the post test can be seen through the table below:

Table IV.9

The Students' Post Test Score in Control Class

Student	Rater 1	Rater 2	Final Score
S1	70	70	70
S2	69	71	70
S3	74	70	72
S4	63	69	66
S5	67	73	70
S6	69	71	70
S7	63	71	67
S8	71	73	72
S9	73	73	73
S10	72	68	70
S11	72	68	70
S12	67	71	69
S13	69	71	70

S14	63	69	66
S15	63	67	65
S16	75	69	72
S17	73	73	73
S18	69	73	71
S19	69	69	69
S20	69	69	69
S21	76	76	76
S22	61	67	64
S23	70	70	70
S24	70	70	70
S25	72	66	69
S26	62	64	63
S27	69	71	70
S28	70	70	70
S29	67	71	69
S30	69	73	71
Total	2066	2106	2086
Mean	68.87	70.20	69.53

From the table above, the researcher found that the total score was evaluated by rater 1 was 2066, and the mean score was 68.87. Meanwhile, the total score which was evaluated by rater 2 was 2106 and the mean was 70.20. Both of the raters evaluated the scores on the same procedure. At the same time, after summing up the score from rater 1 and rater 2 then it was divided into 2, the researcher found the total score was 2086 and the mean score was 69.53.

C. Data Analysis

1. The Data Analysis of the Students' Ability in writing an expository paragraph before giving the treatments to both experimental class and control class at second year of MAN Teluk Kuantan

The data of the students' pre test in control and experimental class were obtained from the result of their writing ability before giving the treatment. It was to find out the answer of the formulation of problem in this research: "How students' ability in writing an expository paragraph before giving the treatments for both experimental class and control class is". In analyzing the data, the researcher used mean score formula. The score can be seen as follows:

Table IV.10

The Scores of Students' Ability in Writing an Expository Paragraph before Giving the Treatment to Both Experimental Class and Control Class

Student	Score	
	Experimental	Control
S1	68	56
S2	63	61
S3	70	65
S4	71	65
S5	65	79
S6	60	75
S7	60	70
S8	64	69
S9	69	68
S10	64	67
S11	62	68
S12	66	65
S13	69	59
S14	72	64

S15	64	67
S16	64	66
S17	67	70
S18	64	63
S19	65	67
S20	67	71
S21	69	68
S22	63	58
S23	68	67
S24	72	64
S25	70	69
S26	66	64
S27	68	67
S28	68	66
S29	70	62
S30	-	63
Total	1928	1983
Mean	66.48	66.10

To analyze the score, the researcher used mean score formula to know the result of hypothesis.

Mean score of experimental class:

$$\begin{aligned}
 M_x &= \frac{\sum fX}{N} \\
 &= \frac{1928}{29} \\
 &= 66.48
 \end{aligned}$$

Mean score of control class:

$$\begin{aligned}
 M_y &= \frac{\sum fY}{N} \\
 &= \frac{1983}{30} \\
 &= 66.10
 \end{aligned}$$

From the result of mean score from both of the classes, it can be seen that the mean score of experimental class was 66.48, meanwhile

the mean score of control class was 66.10. In other words, there is no significant difference of mean score between experimental class and control class

2. The Data Analysis of the Students' Writing Ability in writing an expository paragraph after giving the treatments to both experimental class and control class at second year of MAN Teluk Kuantan

The data of the students' post test in control and experimental class were obtained from the result of their writing ability after giving the treatment. It was to find out the answer of the formulation of problem in this research: "How students' ability in writing an expository paragraph after giving the treatments to both experimental class and control class is". In analyzing the data, the researcher used mean score formula. The score can be seen as follows:

Table IV.11

The Scores of Students' Ability in Writing an Expository Paragraph after Giving the Treatment to Both Experimental Class and Control Class

Student	Score	
	Experimental	Control
S1	83	70
S2	89	70
S3	86	72
S4	87	66
S5	81	70
S6	84	70

S7	79	67
S8	84	72
S9	88	73
S10	86	70
S11	84	70
S12	83	69
S13	82	70
S14	89	66
S15	81	65
S16	83	72
S17	89	73
S18	83	71
S19	85	69
S20	80	69
S21	90	76
S22	83	64
S23	81	70
S24	84	70
S25	87	69
S26	85	63
S27	77	70
S28	86	70
S29	86	69
S30		71
Total	2445	2086
Mean	84.31	69.53

To analyze the score, the researcher used mean score formula to know the result of hyphotesis.

Mean score of experimental class:

$$\begin{aligned}
 M_x &= \frac{\sum fX}{N} \\
 &= \frac{2445}{29} \\
 &= 84.31
 \end{aligned}$$

Mean score of control class:

$$M_y = \frac{\sum fY}{N}$$

$$= \frac{2086}{30}$$

$$= 69.53$$

From the result of mean score from both of the classes, it can be seen that the mean score of experimental class was 84.31, meanwhile the mean score of control class was 69.53. In other words, there is significant difference of mean score between experimental class and control class.

3. The Data Analysis of Significant Effect of “Using About Point Writing Response Strategy” toward Students’ Ability in Writing an Expository Paragraph at Second Year of MAN Teluk Kuantan

To analyze the significant effect of using “About Point Writing Response Strategy” toward students’ ability in writing an expository paragraph, the researcher analyzed the score of post test in experimental class and control class were obtained from the result of their writing ability. It was to find out the answer of the formulation of problem in this research: “is there any significant effect of using “About Point Writing Response Strategy” toward students’ ability in writing an expository paragraph”. The researcher used Independent sample t-test. Because, independent sample t-test was used to determine whether there is probably a significant difference between the means of two independent samples.⁷⁶ The score can be seen as follows:

⁷⁶L.R. Gay and Peter Airasian. *Op cit*, 484

Table IV.12

**The Scores of Students' Ability in Writing an Expository
Paragraph after Giving the Treatment to Both Experimental Class
and Control Class**

Student	Score	
	Experimental	Control
S1	83	70
S2	89	70
S3	86	72
S4	87	66
S5	81	70
S6	84	70
S7	79	67
S8	84	72
S9	88	73
S10	86	70
S11	84	70
S12	83	69
S13	82	70
S14	89	66
S15	81	65
S16	83	72
S17	89	73
S18	83	71
S19	85	69
S20	80	69
S21	90	76
S22	83	64
S23	81	70
S24	84	70
S25	87	69
S26	85	63
S27	77	70
S28	86	70
S29	86	69
S30		71
Total	2445	2086
Mean	84.31	69.53

To analyze the score, the researcher used Independent Sample T-test by using SPSS 16.0 to test the hypothesis.

Table IV.13
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post test experiment and control	1	29	84.31	3.197	.594
	2	30	69.53	2.738	.500

The mean score of post test in experimental class, from 29 students was 84.31, the standard deviation and the standard error of the score was 3.197 and 0.594. While, the mean score of post test from 30 students in control class was 69.53, the standard deviation and the standard error of the score was 2.738 and 0.500.

Table IV.14

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
			Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post test experiment and control	Equal variances assumed	1.608	.210	19.089	57	.000	14.777	.774	13.227	16.327
	Equal variances not assumed			19.038	55.060	.000	14.777	.776	13.222	16.332

From the table above, the researcher looked at the significance of Levene's Test first, in order to choose which one will be used to determine the $t_{obtained}$ from the t_{test} , whether it will be equal variances assumed or equal variances not assumed. To determine the significant, it can be seen from the level of probability. If the probability is > 0.05 , it means null hypothesis is accepted. In other word varians population is identical. But, if the pobability is < 0.05 , it means null hypothesis is rejected. In other words, varians population is not identical⁷⁷.

From the result of the Levene's test, it can be seen that the significance is 0.210. If it is compared with the probability, $0.210 > 0.05$, it means, null hypothesis is accepted. Thus it can be concluded that variances of the population is identical. Because of the hypothesis that will be used is both of variances is same, so equal variances assumed will be a guidance to the analysis in line with equal variances assumed⁷⁸.

The t_{score} was 19.089, while degree of freedom was 57, significance score was 0.000, mean difference and standard error different was 14.777 and 0.774. The lower differentiation was 16.327 and the upper differentiation was 13.227.

By comparing t_o ($t_{obtained}$) to t_{table} with df was 57, the level of significance of 5% with 2.00 and the level of significance of 1% is

⁷⁷ Hartono, *op cit.* 159

⁷⁸ Hartono, *ibid.*

2.65. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16, it shows that t_o is higher than t-table. The finding of t_o was 19.089, while the level of significance of 5% was 2.00 and the level of significance of 1% was 2.65. It can be read that $2.00 < 19.089 > 2.65$. Thus, the researcher can conclude that H_0 is rejected and H_a is accepted. In other words, there is significant difference of mean score between experimental class and control class

From the analysis above, it showed that the mean score of students' ability in writing an expository paragraph before giving the treatment was lower than after giving the treatment. In other words, the use of "About Point Writing Response Strategy" gave significant effect toward students' ability in writing an expository paragraph at second year of MAN Teluk Kuantan.

Therefore, the result could answer the formulation of the problem in the research, they were:

1. The students' ability in writing an expository paragraph at the second year of MAN Teluk Kuantan before giving the treatments to both experimental class and control class had no significant difference of mean score.
2. The students' ability in writing an expository paragraph at the second year of MAN Teluk Kuantan after giving the treatments to

both experimental class and control class had significant difference of mean score.

3. “About Point Writing Response Strategy” gave significant effect toward students’ ability in writing an expository paragraph at second year of MAN Teluk Kuantan.

In addition, “About Point Writing Response Strategy” gave significant effect toward students’ ability in writing an expository paragraph at second year of MAN Teluk Kuantan. This strategy can be used by following procedure given by Carr, *et al* as follows:⁷⁹

1. Students ask themselves, “what do I want to write about?” (The About).
2. Students ask themselves, “what point do I want to make?” (The Point).
3. Students jot down their thoughts in brief phrases on the outline portion of the About Point Writing Response Planning guide.
4. Students write at least three details to support their about point.
5. Students complete the outline by writing a phrase for closing.
6. Students use the outline as a guide to flesh out their thoughts and write them in sentences on the summary portion of the guide.

When conducted the research, the researcher followed all of the procedures of “About Point Writing Response Strategy” in teaching writing of an expository paragraph at second year students of MAN

⁷⁹ Eillan Carr, *et al*, *Loc Cit.* 16

Teluk Kuantan. The result of the strategy showed that the students' ability in writing an expository paragraph increase after using the strategy. So, "About Point Writing Response Strategy" can be used in teaching writing, especially in expository paragraph at second year students of MAN Teluk Kuantan. In other words, the result of the research cannot be generalized, because the researcher only investigated how far "About Point Writing Response Strategy" gave significant effect toward students' ability in writing an expository paragraph at second year of MAN Teluk Kuantan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in chapter IV, finally the researcher made conclusion of the research about the effect of using “About Point Writing Response Strategy” toward Students’ Ability in Writing an Expository Paragraph at second year of MAN Teluk Kuantan as follows:

1. The students’ ability in writing an expository paragraph before giving the treatments to both experimental class and control class had no significant difference of mean score. It was proven from the mean score from both of the classes. The mean score for control class was 66.10 and the mean score for experimental class was 66.48.
2. The students’ ability in writing an expository paragraph after giving the treatments to both experimental class and control class had significant difference of mean score. It was proven from the mean score from both of the classes. The mean score for control class was 69.53 and the mean score for experimental class was 84.31.
3. “About Point Writing Response Strategy” gave significant effect toward students’ ability in writing an expository

paragraph at second year of MAN Teluk Kuantan. It can be seen from the t_{obtained} compared to t_{table} . T_o was 19.089 with df was 57 and the significance was 0.000. The finding of t_o was 19.089, while the level of significance of 5% was 2.00 and the level of significance of 1% was 2.65. It can be read as $2.00 < 19.089 > 2.65$.

B. Suggestion

Dealing with the conclusion of this research, the researcher would like to give some suggestions.

The teacher should use “About Point Writing Response Strategy” as one of the strategies in teaching English writing because it gives significant effect of the students writing ability in expository paragraph. Therefore, teacher should know how to teach writing by using “About Point Writing Response Strategy”. Besides, teacher also should use many ways to encourage students in writing paragraph ability such as:

1. Teacher makes writing fun and not a boring thing.
2. Teacher should use media that can support learning process in the classroom such as in focus screen.
3. Teacher should be creative and have many resources in teaching writing of an expository paragraph.

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